Summarizing and Synthesizing Information

*Topical Quote We Loved:*

*"If I am to speak ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now."*

*–Woodrow Wilson,*

*28th President of the United States of America*

**Defining the Strategies**

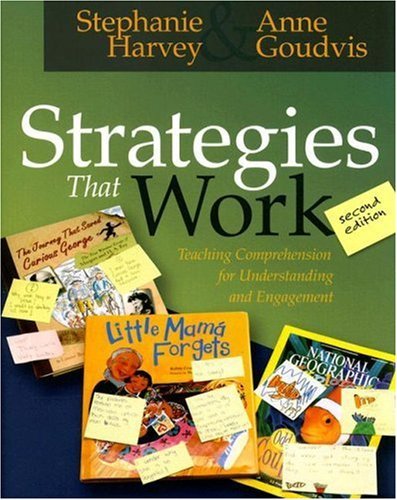
* SUMMARIZING: To pull out the most important information and put it in our own words to remember it.
* SYNTHESIZING: Arranging multiple fragments of information until you see a new pattern emerge.

**Explaining Why the Strategies are Important**

1. Each bit of information we encounter adds a piece to the construction of meaning.
2. Our thinking evolves as we add information from the text.
3. To understand a new perspective, a new line of thinking or even an original idea.

(all from Page 179)

**Selected Strategies (with page references)**

Brett - *Comparing and Contrasting in Science and Social Studies* (page 185)

Ryan - *Writing A Short Summary* (page 188)

**Bibliographic Information on the Texts**

* Harvey, Stephanie & Anne Goudvis © 2007 Strategies That Work: Teaching Comprehension for Understanding and Engagement Stenhouse Publishers
* Lambert, David © 1997 The KingFisher Young People Book Of: OCEANS Kingfisher Publishing
* Saunders, Ian G. © 1999 Bill Nye the Science Guys’ Big Blue Ocean Hyperion Books for Children
* Winter, Jeanette © 2005 The Librarian of Basra Harcourt, Inc.

**Applicable EALRs and GLEs**

**Grade Level: Grade: 3**

**EALR: 2.** The student understands the meaning of what is read.

**Component: 2.1.** Demonstrate evidence of reading comprehension.

**Grade Level Expectation: 2.1.7.** Apply comprehension monitoring strategies before, during, and after reading: ***summarize*** grade level literary/narrative text and informational/expository text.

**Evidence of Learning/Examples:**

* Summarize the events or ideas in literary/narrative text, citing text-based evidence.
* Summarize the events, information, or ideas in informational/expository text (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence.
* Summarize the plot/message in culturally relevant literary/narrative text.
* Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details.
* Organize summary information in a teacher-selected graphic organizer to enhance comprehension.

**Grade Level: Grade: 3**

**EALR: 2.** the student understands the meaning of what is read.

**Component: 2.3.** Expand comprehension by analyzing, interpreting, and ***synthesizing*** information and ideas in literary and informational text.

**Grade Level Expectation: 2.3.1.** Understand and analyze the relationship between and among informational/expository text and literary/narrative text.

**Evidence of Learning/Examples:**

* Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts.
* Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two settings).
* Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).
* Recognize and explain cause and effect relationships in informational/expository text and literary/narrative text, using evidence from the text.
* Select from multiple choices, a sentence that explains the cause of events or the effects of actions.